

Pupil premium strategy statement



This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 354 |
| Proportion (%) of pupil premium eligible pupils | 21% (79 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 (the aims cover 3 years but we have focused on a funding overview for one year) |
| Statement authorised by | Amie James |
| Pupil premium lead | Amie James/ Alison Allerton |
| Governor / Trustee lead | Pauline Matheson Marks |

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £103 334.84 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year | £103 334.84 |

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| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | |
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Part A: Pupil premium strategy plan

Statement of intent

At Standens Barn Primary School we aim that all children, irrelevant of their background, circumstances or the challenges they face will reach their full potential, make good progress and achieve high attainment across all areas of the curriculum.

Our strategy outlines how we will support our disadvantaged children to ensure they have the same experiences and opportunities to enable them to make excellent academic progress in line with their peers both in our school and nationally. We want to ensure we develop the skills they need to achieve their goals and to reach for their aspirations.

Our aim is for pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantaged children, identifying their individual needs and barriers to learning to enable us to provide an effect support package, allowing each child to learn at their best. Our approach is responsive to common challenges and individual needs. Needs are identified through comprehensive analysis of data following assessment of both academic and emotional need where impact of intervention is then monitored and adjusted to match individuals.

Objectives and aims:

- To narrow the gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to reach age related expectations by the end of Key Stage 2.
- To ensure high quality teaching is the foundation for progress and success.
- To ensure that all staff have high aspirations of all disadvantaged pupils including those with additional needs and those who are high attaining.
- For early identification and intervention processes to be in place to ensure gaps in academic and social development are addressed quickly and effectively
- For a whole school approach to be used- where all staff take responsibility for the outcomes of disadvantaged pupils and implementation of strategies to raise attainment.
- To provide high quality pastoral and well-being support which focuses on the social and emotional development of pupils, ensuring they are 'ready to learn', feel happy and safe and to also develop their character and BEST (school ethos) principles.
- To address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital through continuing to provide high-quality pastoral support.
- To ensure Pupil Premium funding reaches the pupils who need it most- ensuring its allocation is used following analysis of individual children, groups and cohorts.
- For support to be offered to children and families so learning can be access at home to enable disadvantaged children to progress and consolidate learning.

School Context:

Standens Barn Primary School is 2-form entry. The school is located in Northamptonshire with 46% EAL and 16% SEN.

- The school location deprivation indicator was in quintile 2 (less deprived) of all schools.
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Rise in SEMH and increased numbers of children with complex difficulties Following chronologies devised, observations and discussions with pupils, staff, families and outside agencies, we have identified social and emotional issues for many pupils, notably due to anxieties, difficulties with social communication, learning resilience and attachment/trauma-based difficulties. These challenges affect disadvantaged pupils in many ways including their attainment, emotional regulation and responses to given situations and circumstances and readiness to learn. |
| 2 | Inward mobility across our school remains high and has serious impact on children's attainment. A number of children join our school throughout the school year and they require further support with curriculum input and in some cases in addition to learning English as an additional language or with SEND. |
| 3 | Limited wider experiences affect their knowledge and understanding of the world around them and the vocabulary they hear. This therefore impacts their literacy attainment and their comprehension and inference skills. |
| 4 | Whilst the gap is closing, the attendance of our pupil premium children as a group is collectively lower than the whole school and non-pupil premium children. In 2021-2022, attendance for pupil premium was 90.6% whilst non pupil premium was 93.5%. In 2022-2023, attendance for pupil premium was 93.3% whilst non pupil premium was 94%. In 2023-2024, attendance for pupil premium was 94.3% whilst non pupil premium was 95.4%. |
| 5 | In some cases, support and engagement from home, access to resources and wider experiences are limited, such as satisfactory home environment, reading books, uniform, food and technology. |
| 6. | Higher portion of children with pupil premium enter school in various year groups with lower baseline scores and this therefore impacts attainment as they move through the school. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| To raise self-confidence, self-belief and sustain improved well-being and resilience for all pupils including those who are disadvantaged pupils. | Children to be settled within school environment, access learning successfully and consistently and face challenges readily and with persistence and enthusiasm. Children to seek help when needed, develop their emotional regulation and respond with appropriate actions to difficult circumstances. |
| To achieve and sustain improved attendance for all children particularly our disadvantaged children. | To narrow the gap between pupil premium children and non-pupil premium children All children to attend school daily and on time |
| To improve progress and attainment in reading, writing and maths for disadvantaged pupils- to enable them to reach the targets as set by previous outcomes and current attainment from Reception to Year 6. | To ensure that EYFS, KS1 and KS2 reading, writing and maths outcomes are at least age-related expectations. |
| To continue to improve phonics outcomes at the end of EYFS and KS1 | To ensure that phonics outcomes for end of EYFS, Year 1 and 2 for all groups are at age related expectations. |
| For PP children to be in school uniform and taking part in available school activities/clubs. For PP children to have access to wrap around care and extra-curricular activities through a subsidy from the voucher to support attendance if needed. | Children will access all given opportunities including visits and extra-curricular clubs and will attend school daily and on time. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £37 642.17

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| All appropriate staff to receive CPD for phonics from lead professionals and InMAT | Research shows the importance of children gaining phonics skills at an early age and early identification and the impact on future attainment | 2, 3, 6 |

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| <p>RWInc interventions to be identified for those pupils who are not on track and FTT to be offered on a 1:1 basis</p> <p>Phonics Lead with a specific focus on raising Phonic attainment EYFS, Year 1 & Year 2.</p> <p>Coaching, modeling and monitoring of RWInc by Phonics Lead to ensure the teaching and learning of phonics remains at a high standard and that the attainment and learning of disadvantaged children is focused on</p> | <p>Use of an accredited phonics programme</p> | |
| <p>Maths and English subject leads to attend training and share with staff in designated meetings and coaching sessions.</p> <p>Specific and updated and regular Maths training and coaching to be offered</p> <p>PiXL assessments completed following data calendar 2024/2025 across all year groups. RSL to support staff to ensure QLAs guide practice and identify learning gaps and to ensure adaptations are based on impact.</p> | <p>Use of research based assessment tools and QLA to address need and identify gaps in learning.</p> | |
| <p>X3 Year 6 teachers support for Maths - 4 mornings a week for Term 1 and 2.</p> <p>PiXL assessments completed following data calendar 2024/2025 across all year groups. RSL to support staff to ensure QLAs guide practice and identify learning gaps and to ensure adaptations are based on impact.</p> <p>Teachers to make adaptations based on impact, identify gaps in learning and to deliver Maths therapies</p> | <p>This gives more opportunity to focus on PP children in the classroom due to smaller class sizes, by ensuring that the inward mobile PP children are supported.</p> <p>This also gives support to the children with EAL in the classroom.</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group teaching can improve learning by an additional four months' progress over the course of a year.</p> | <p>2, 3, 6</p> |
| <p>X3 Year 6 teachers support for Reading and Writing- 4 mornings a week</p> | <p>This gives more opportunity to focus on PP children in the class room due to smaller</p> | <p>2, 3, 6</p> |

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| <p>for Term 1 and 2.</p> <p>Embedding Jane Con-sidine 'The write Stuff' strategies across all co-horts</p> | <p>class sizes, by ensuring that the inward mobile PP children are supported.</p> <p>This also gives support to the children with EAL in the classroom.</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> | |
| <p>To offer each class 1 Teaching Assistant to support learning for Reading, Writing and Maths.</p> | <p>This allows the teacher to direct his/her time on to further teaching, by having the additional help to support learning and to support class management.</p> <p>This ensures that quality first teaching is the priority with pre-teaching and post keep up used to support learning.</p> <p>PP children are identified in RS meetings and on RS plan and support is given through additional class teaching time, by focusing on PP children and through the additional interventions listed in the RS plan.</p> <p><i>The EEF Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</i></p> <p>Research by the EEF ('Making the Best Use of Teaching Assistants' 2015) states that when teaching assistants deliver structured interventions of this nature as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months' progress.</p> | <p>1, 2, 6</p> |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37 642.17

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>RWInc interventions to be identified for those pupils who are not on track</p> | <p>Research shows the importance of children gaining phonics skills at an early age and early identification and the impact on future attainment</p> | <p>2, 3, 6</p> |

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| <p>TA in Year 1 & Year 2 with a specific focus on raising phonics attainment.</p> <p>TAs offer additional intervention and support groups for Literacy and Maths and allows children to 'keep up not catch up'</p> <p>Support will be given through intervention and/or follow up to misconceptions in the classroom teaching.</p> | <p>Use of an accredited phonics programme</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> | |
| <p>Phonics Lead to ensure a specific focus on raising Phonics in KS2- additional teacher to undertake coaching, modeling and monitoring of RWInc to ensure the teaching and learning of phonics remains at a high standard and that the attainment and learning of disadvantaged children is focused on</p> | <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> | 2, 3, 6 |
| <p>A non-class based SENDCo role to ensure support is identified early and interventions in place swiftly</p> <p>To commission need related agencies to support identified pupils.</p> | <p><i>EEF:</i> <i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i> <i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> | 1, 2, 6 |
| <p>To ensure each class has 1 Teaching Assistant to support learning for Reading, Writing and Maths and SEMH for those children with high levels of low attaining PP/ and or PP with SEND</p> | <p>This allows the teacher to direct his/her time on to further teaching, by having the additional help to support learning and to support class management.</p> <p>This ensures that quality first teaching is the priority with pre-teaching and post keep up used to support learning.</p> <p>PP children are identified in RS meetings and on RS plan and support is given through additional class teaching time, by focusing on PP children and through the additional interventions listed in the RS plan.</p> <p><i>The EEF Toolkit shows that teaching specific reading comprehension strategies, such as inferring the meaning from context, improves learning by an additional five months' progress over the course of a year.</i></p> | 1, 2, 6 |

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| | <p>Research by the <i>EEF</i> ('Making the Best Use of Teaching Assistants' 2015) states that when teaching assistants deliver structured interventions of this nature – as a one-to-one intervention or in a small group setting – it has consistent impact on attainment of approximately three to four additional months' progress.</p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i></p> <p><i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28 050.51

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>To ensure the continuation of a full time FSW/Early Help Lead role</p> <p>The Early Help Lead will also discuss attendance with families and to discuss and offer support with homework strategies with families.</p> <p>The FSW/Early Help Lead will work 1:1 with children and find and overcome the barriers to educational success, and/or coming to school on a weekly basis.</p> | <p><i>EEF:</i></p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i></p> <p><i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> <p><i>EEF:</i></p> <p><i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> <p><i>2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</i></p> <p><i>3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact.</i></p> | <p>1, 4, 5</p> |

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| | <p><i>EEF:</i></p> <p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> | |
| <p>Attendance to be closely monitored through safeguarding supervision termly and weekly meetings and daily scenarios.</p> <p>Attendance procedures to be followed including parental meetings, EHA and contracts</p> <p>Referrals sent to EIP team and support sought from SAS</p> <p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> | <p>Higher attendance rates mean that there is a greater chance of pupils reaching age related expectations.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 1, 4, 5 |
| <p>To allocate a £30 virtual voucher to parents for each child currently on Free School meals to help with costs incurred through the school such as trips, music lessons and uniform with logo</p> | <p>Gives parents with FSM entitlement the opportunity to reduce costs for school activities/uniform enabling the children to access all opportunities school provided especially 1:1 music lessons</p> <p>Have additional PE uniform in school for children</p> <p><i>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</i></p> <p><i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p> | 5 |
| <p>To continue to implement Standens Barn uniform swop and shop</p> | | 5 |
| <p>To continue with our Roots of Empathy programme</p> | <p>To raise self-confidence, self-belief and sustain improved well-being and resilience for all pupils including those who are disadvantaged pupils.</p> | |

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| | <p><i>EEF:</i></p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>3. Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact.</p> <p>4. When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> | |
| Art club intervention | Art Club run by VD with specific invitation to identified PP children | |

Total budgeted cost: £103 334.84

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/2024 academic year using key stage 1 and 2 performance data, phonics check results and PIXL assessments.

| Current attendance : | | 95% | Children at secure/expected All children | | | | | | | | | Children at greater depth | | | | | | | | |
|------------------------------|-------|--------------------------------|--|-----|-----|---------|-----|-----|-------|-----|------|----------------------------------|-----|-----|---------|----|-----|-------|-----|-----|
| Current national attendance: | | 94.2% Arbor | | | | | | | | | | | | | | | | | | |
| | | | Read | | | Writing | | | Maths | | | Read | | | Writing | | | Maths | | |
| Current issues | | | A | Sp | Su | A | Sp | Su | A | Sp | Su | A | Sp | Su | A | Sp | Su | A | Sp | Su |
| R | 93.4% | | | | | | | | | | | | | | | | | | | |
| 1 | 96.2% | R | 45% | 71% | 86% | 9% | 68% | 80% | 9% | 74% | 80% | 15% | 15% | 11% | 0% | 9% | 9% | 0% | 12% | 11% |
| 2 | 96.0% | 2 | 12% | 53% | 69% | 0% | 20% | 71% | 29% | 61% | 80% | 2% | 12% | 27% | 0% | 0% | 10% | 5% | 10% | 20% |
| 3 | 95.3% | 3 | 46% | 57% | 72% | 5% | 38% | 55% | 16% | 54% | 66% | 0% | 20% | 41% | 0% | 2% | 9% | 0% | 7% | 19% |
| 4 | 95.1% | 4 | 54% | 66% | 70% | 9% | 32% | 61% | 29% | 50% | 75% | 7% | 16% | 14% | 0% | 2% | 11% | 2% | 2% | 16% |
| 5 | 96.0% | 5 | 48% | 63% | 66% | 11% | 31% | 56% | 19% | 52% | 73% | 17% | 20% | 22% | 0% | 5% | 12% | 0% | 5% | 22% |
| 6 | 94.9% | 6 | 56% | 77% | 73% | 32% | 60% | 73% | 47% | 62% | 76% | 8% | 27% | 28% | 0% | 3% | 8% | 3% | 27% | 31% |
| PUPIL PREMIUM | | | PUPIL PREMIUM | | | | | | | | | PUPIL PREMIUM | | | | | | | | |
| R | 89.8% | (X7 PP) | | | | | | | | | | | | | | | | | | |
| 1 | 97.9% | (x3 PP) | 1 | 0% | 67% | 100% | 0% | 67% | 100% | 0% | 100% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2 | 93.3% | (x16 PP) (long term illness) | 2 | 0% | 20% | 47% | 0% | 0% | 47% | 0% | 33% | 53% | 0% | 7% | 13% | 0% | 0% | 0% | 0% | 0% |
| 3 | 94.9% | (x11 PP) | 3 | 67% | 90% | 91% | 0% | 30% | 73% | 22% | 50% | 91% | 0% | 16% | 36% | 0% | 0% | 0% | 0% | 18% |
| 4 | 92.8% | (x16 PP) (Risk of PEX, safe/g) | 4 | 50% | 44% | 50% | 0% | 13% | 56% | 25% | 38% | 63% | 13% | 13% | 13% | 0% | 0% | 6% | 0% | 0% |
| 5 | 94.7% | (x 13 PP) | 5 | 40% | 64% | 54% | 11% | 21% | 62% | 10% | 43% | 69% | 20% | 14% | 15% | 0% | 7% | 8% | 0% | 7% |
| 6 | 89.7% | (x15 PP) | 6 | 38% | 53% | 50% | 6% | 31% | 40% | 19% | 20% | 64% | 0% | 13% | 6% | 0% | 6% | 6% | 0% | 7% |

Data from tests and assessments suggest that, despite some strong individual and cohort performances, the progress and attainment of the school's disadvantaged pupils in 2023/2024 was below national expectations in KS2. However, the implemented programmes of study, curriculum changes, rigorous interventions, structures and monitoring in place have supported good progress (73% of children making expected or better progress in Maths, 91% of children making expected progress or more in Reading, 100% making expected progress or more in Writing)

High mobility means we are also unable to track the curriculum progress for children from reception until end point and some disadvantaged children are missing significant amounts of curriculum knowledge and understanding and their progression of learning is heavily affected.

The overall outcomes for Year 1 Phonics Screener Checks at 100% were excellent. We are now striving to continue to achieve a high result at the end of this academic year especially with the continuation of the implementation of Read Write Inc and the associated interventions.

PP attendance for 2023/2024 was 94.3% whilst the whole school population was 95.4%. Attendance for children who are PP increased compared to previous year (93.3%). However, the gap continues to be 1% difference and we continue to focus on increasing the attendance of our disadvantaged pupils within our current plan.

Our observations and assessments demonstrated that pupil behaviour continued to improve last year as evidenced in external audits, but challenges in relation to external factors (housing, finances and food), parental engagement, wellbeing and mental health remain significantly high.



Externally provided programmes

| Programme | Provider |
|--|--------------------------------------|
| Assessment and interventions | PiXL |
| Gymnastics, multi skills clubs, football, spy club | Pacesetters |
| Dodgeball, Athletics, Running | Step Forward with Lewis |
| Musical Theatre club | Limelight |
| SEMH support | JOGO, KidsAid |
| Physical development and self-regulation | Thrive Occupational Therapy services |
| SALT | NHS SALT |

